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ABSTRACT

The Advancement Via Individual Determination (AVID) program is designed for grades 6 through 12, prepares students most underrepresented in secondary education for four-year college, and restructures the teaching methodology of an entire school to make college preparatory curricula accessible to almost all students. To achieve this goal, school personnel at all levels receive comprehensive staff development to help them set high expectations and learn specific educational strategies to help students achieve. The staff training implements the emphases of the California Frameworks for student achievement. Low-level tracking is eliminated for students, who are given academic and motivational support. Statistics from AVID's 10-year history at Claremont High School in San Diego County (California) highlight many successes, including the enrollment in academic classes of about 150 students who would not otherwise be in those classes. AVID programs have been implemented in 45 high schools and 35 middle/junior high schools in San Diego County. The 1990-91 evaluation of the implementation of AVID in 45 high schools with over 3,000 students confirms the efficacy of the program for students of varying ethnic backgrounds, including Latino, African American, White, Asian and Pacific Islander, and American Indian. The teaching methodology is summarized; and results of an evaluation of an AVID summer institute, including participant comments, are presented. Statistical data are provided in three tables, and two figures help illustrate the program design. (SLD)

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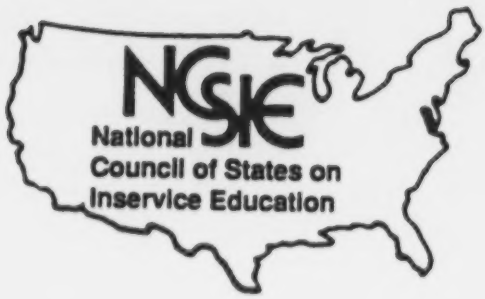

A Salute to Excellence

Exemplary Program in Staff Development

awarded to

San Diego County, California Office of Education

"AVID – Advancement Via Individual Determination"

Showcase of Excellence

National Council of States on Inservice Education

Orlando, Florida

November 17, 1990

PREFACE

AVID comes from the Latin root avidus, meaning "eager for knowledge." The acronym AVID also stands for Advancement Via Individual Determination, a college preparatory program for underachieving, ethnic minority or low income students. This name is aptly chosen. Not only do AVID teachers work with students who are anxious for knowledge, but the teachers themselves collaborate to implement that which is educationally most effective.

Project AVID was established by two English teachers at Clairemont High School in San Diego in response to a site need. The school suddenly experienced an influx of disadvantaged students who were either not preparing for or not achieving at levels that would allow them entry into four-year colleges or universities. James L. Grove, the school's Honors English teacher and seminar coordinator for the gifted, and I, as English Department Chair and teacher of both advanced and remedial English classes, combined our ideas and forged a team consisting of high school and college students, content area teachers, counselors, administrators, parents, college personnel, and business people. Jim and I believed that education is everyone's concern because education is the result of the influence of the entire community. Further, we had found that sharing efficacious educational practices is better than working in isolation, and that taking risks to make education fit the needs of students and teachers is always worth the effort.

Because teachers are busy fulfilling the demands of their jobs, they have little time for formal educational research; therefore, we based AVID on the combined 48 years of our teaching experience. Nevertheless, it is not surprising that the approaches used in AVID are also supported by research.

The current AVID program is the culmination of eleven years of development. No one should assume that all of the AVID components can be implemented in one year. Of paramount importance in the first year are identifying students who can benefit from the program, teaching writing as a tool of learning, using the AVID tutorial model, and building a team. Your program will evolve over the years and become better and better as members of the team share the best of what they know and can do.

Robert Fulghum in All I Really Needed to Know I Learned in Kindergarten, comments, "Most of what we really need to know about how to live, and what to do, and how to be, we learned in kindergarten. Share everything. Play fair. Don't hit people...Take a nap every afternoon and when you go out into the world, watch for traffic, hold hands, and stick together." If we are going to make education the best that it can be, all of us interested in educational excellence must join ranks to share our knowledge and seize the opportunity to implement effective approaches.

- Mary Catherine Swanson

INTRODUCTION

AVID's Support for the California Model Curriculum Standards and California State Frameworks

It is an axiom of military science that losing generals always use the strategy of the last war and lose to generals who develop a new strategy for the new war. Thus, in 1939 the French prepared beautifully to win the First World War and if the Germans had only cooperated and fought that war, the fall of France would never have occurred. Instead, the German tanks ran around the Maginot Line and swept through a France totally unprepared for the Second World War. There may be a message for those of us in education hiding in a military metaphor.

As we face the battles of the rest of the Twentieth Century and try to meet the new challenges that are all around us, will we, like the French in the 30's, try to win with the old strategies in order to solve the new problems?

Given the changing demands placed on the schools by the changing nature of society and the new labor market that requires far greater intellectual skills for success, given the intrusion of the state into local school districts (if the state pays the piper, the state is going to call the tune), and given the changing student population which we serve, what strategies can we develop in order to win the battle to ensure the education of our children?

Will we face these demands with the old weapons, with the old strategies, the same old resources and ways of thinking, or will we face different ways to meet the different conditions which we face?

I hope it is obvious that I prefer finding some new approaches to solve new problems.

I have to admit that I classify the Model Curriculum Standards as a problem, perhaps not as great as having an enemy nation facing you across a long border, but not entirely different. They come to us from Sacramento as a semi-mandate (really more mandate than semi); they require some new thinking of the ways in which we deliver education and the content of that education which we deliver. They blur, if not eliminate, what we have accepted as established truths about the differences between students and provoke new words and ideas, such as equity and democratic education, and thinking skills, and writing in every course, and literature as the basis of the curriculum and cultural literacy.

All of this causes a certain anxiety in those of us crouched behind the Maginot Line.

It is fortunate that we have something like AVID to help us meet the challenges inherent in the Model Curriculum Standards. To paraphrase Santayana's comment about God, <u>If AVID did not exist, we would have to invent it</u>. I'm not sure that even Mary Catherine Swanson knew how well she was building when she established the first AVID program at Clairemont High School in San Diego in 1980. I do know that she had a

clear idea of what she wanted to do and how she wanted to help those students (primarily minorities) who had the ability, but who were not achieving at the level needed to get them into college and to help them be successful there. She realized that her AVID students needed assistance in all of their academic classes, that one person couldn't provide all of the help needed so she hired tutors as part of the program, and that the greatest needs were to help the students learn to study and to master the academic skills of speaking and writing. AVID gives us a new and different way to help us succeed in incorporating the Model Curriculum Standards into our classrooms. Let me mention some of the specific values of AVID in implementing the Model Curriculum Standards.

First of all, the Model Curriculum Standards are meant to break down the traditional divisions between subject areas and allow interdisciplinary learning. This quality is shown most clearly in the English standards which call for reading of material from all subjects, not just the usual literature and fiction. The AVID program meets this demand in two ways. First, it does have a focus on the content of all of the academic subjects and students are helped in math as well as in English, in science, as well as in history. By including all of the subjects in one program, in one classroom, AVID exemplifies the concept of cross-disciplinary learning. Second, AVID focuses on those skills that lie behind any learning, and the Model Curriculum Standards apply to fine arts as well as to foreign language and the other subjects. Just as an important component of the Model Curriculum Standards is the stress on processes, so AVID concentrates to a great extent on processes, most notably the processes of writing and the processes of thinking. The curriculum of AVID consists of taking the content of other courses and teaching students the processes of writing reports, of writing interpretation, of writing analysis. It takes that same content and teaches students to draw inferences, to analyze events, to evaluate information.

Third, AVID has a record of helping minorities and economically disadvantaged, a group that schools have often ignored and that the Model Curriculum Standards remind us must be educated. AVID has shown that the ideal of equity in education achievement is not a dream, but can be realized.

Finally, AVID shows that learning can take place in other ways than by a teacher lecturing to a class of thirty-five. It promotes flexibility, the use of a team rather than a single teacher, the value of high expectations and of believing that students can learn. As such, it is a model to help us win the next war and not to fall victim to the militarists' disease of always looking backwards.

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Past President, California Association
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AVID (Advancement Via Individual Determination)

avid adj. enthusiastic; ardent; vigorous pursuit
[L avidus, eager for knowledge]

DEFINITION:

AVID is a program, grades 6-12, which prepares students most underrepresented in postsecondary education for four-year college eligibility

and

restructures the teaching methodology of an entire school to make college preparatory curricula accessible to almost all students.

NEEDS DESCRIPTION:

AVID is an appropriate program for schools that need

1. To increase the percentage of teachers who use instructional methodologies which allow almost all students to have access to a college preparatory "common core curriculum."
2. To increase the percentage of the total school population enrolled in four-year college preparatory sequence courses.
3. To increase the percentage of underrepresented students who meet four-year college eligibility requirements.

OBJECTIVES/EVALUATION:

1. Increase in the percentage of teachers implementing AVID methodologies.
2. Increase in the percentage of the total student population enrolled in four-year college preparatory sequence classes.
3. Increase in the percentage of underrepresented students qualifying for four-year college eligibility.
4. Increase in AVID students' grades.

AVID DESCRIPTION:

AVID is a secondary school program which restructures schools to meet the educational and social needs of students caught in the underachieving middle. Through AVID, students who are most underrepresented on postsecondary campuses are prepared to meet four-year college entrance requirements. To achieve this goal, school

personnel at all levels receive comprehensive staff development designed to help them set high expectations for themselves and their students. They learn specific educational strategies which enable these students, and indeed almost all students, to complete a rigorous academic program.

For students, low level tracking is eliminated. They are given academic and motivational support to achieve in college preparatory classes. Students learn the writing, language, and collaborative problem-solving skills needed to become advocates for themselves. In this way, they are able to maximize the educational opportunities of the system to meet their own goals. Students now view themselves as part of a successful academic team.

School personnel (administrators, counselors, teachers, and tutors) redefine their roles as leaders and advocates for students. As student advocates, they work to create a cohesive learning environment for students by bringing together home, community, and school. Through AVID, school personnel form site based collegial teams that set specific goals, and members of the team support one another in achieving the goals. The goals deal with reshaping the school structure to enhance effectiveness of both students and teachers, and providing support to all teachers to use the instructional strategies of writing-to-learn, collaborative grouping, and inquiry method to make rigorous curriculum accessible to almost all students.

In this new "can do" structure, both school personnel and students are empowered to achieve the extraordinary.

AVID PRINCIPLES:

AVID is based on the following principles which must be adhered to in replication of the model.

Principle #1 Both teachers and students are viewed as powerful and capable of changing the current pattern of student underachievement.

Principle #2 Both teachers and students are empowered through developing the tools needed for successful teaching and learning.

Principle #3 Both teachers and students form teams that nurture, challenge, and focus on success.

Principle #4 The role of teacher is redefined and reconceptualized as an advocate for students, not just the transmitter of information.

Principle #5 Teachers learn effective instructional strategies that enable them to work with heterogeneous groups of students in an academically rigorous environment.

Principle #6 The program is comprehensive in scope, flexible in meeting individual needs, and continuous in its support for both teachers and students.

Principle #7 The program is integrated into the regular school staffing, curriculum, and funding through the work of the site collaborative team.

Principle #8 The program focuses on teaching those who are caught in the underachieving middle and thereby enhances the effectiveness of the school for all students.

Principle #9 The school accepts learners where they are and leads them to understand and successfully negotiate the complexities of the educational system.

Principle #10 The program is based on the long-term commitment and dedication of school personnel to achieve significant outcomes for students and teachers.

STAFF DEVELOPMENT:

AVID has developed a comprehensive staff development training program which integrates the emphases of the California Frameworks with student achievement. AVID's staff development program doubles students' A and B grades in college preparatory courses, improves motivation among students from groups underrepresented in postsecondary education, and unites secondary faculties to restructure schools to provide an enriched education for all students. During the AVID Summer Institute and monthly follow-up workshops, teachers and other school personnel already trained in Subject Matter Projects and committed to expanding access to college preparatory classes, assist school teams in analyzing site data, setting site goals and in developing teaching methodologies and strategies successful in moving students into rigorous secondary courses. Additional staff development activities include implementation of the curriculum frameworks, study and academic skills, test preparation, performance assessment and collegial networking.

The AVID Program is poised for expansion with a Regional Directorship Training Program.

HOW AVID WORKS:

Colleges nationwide lament the low enrollment of underrepresented and economically disadvantaged students in postsecondary education. Of further concern is the poor academic preparation of those who do enter college. Many of these students with potential to succeed in college need extra encouragement and academic assistance, which traditional secondary schools do not offer. AVID meets the needs of these students by

-- Providing academic instruction and other support to students to prepare them for eligibility to four-year colleges and universities, particularly the University of California and California State systems.

-- Giving students college level entry skills.

-- Increasing the "coping skills" of project students.

-- Motivating project students to seek college educations.

-- Increasing the student's level of career awareness.

The AVID program is a regularly scheduled elective class for ethnic minority and low income students with academic potential. Few of the students who are identified for the program are enrolled in college preparatory classes prior to enrollment in AVID. Upon entering AVID, students enroll in advanced level college preparatory classes that fulfill the requirements for entry into the University of California and California State University systems. Tutors (ideally former AVID students) from area colleges and universities are trained to use specific teaching methods and materials to work with the high school students. The college tutors, along with exemplary high school peer tutors, work with AVID students both individually and in study groups, assisting them in all academic areas to make progress commensurate with college expectations. Teachers instruct students in lessons developed collaboratively in AVID by high school and college instructors. In addition, college instructors of freshman level introductory courses teach mini-lessons within the AVID program, providing students with a realistic introduction to college work. Seminars are also offered in note-taking, study skills, test-taking, time management, college entrance/placement exam preparation, effective textbook reading, and library research skills. Students receive extensive help in preparing college applications and financial aid forms. Guest speakers from educational institutions and the business community also visit the AVID classes. Students raise money for field trips to museums, theaters, and other places of educational and cultural interest. The program works with community employers to provide summer apprenticeships for AVID students. In addition, ongoing home contact (in the form of quarterly letters, regular telephone calls, and quarterly meetings for all parents and students in the AVID program), and a Parents' Advisory Board are vital to the success of the program.

EVIDENCE OF THE NEED FOR AVID METHODOLOGY RESEARCH BASE

The AVID program originated from the experience and observations of two teachers who saw a need in their own school to better support traditionally underrepresented students in their pursuit of postsecondary education. It is a practical program: its philosophies and curriculum developed wholly in response to the needs and experiences of the students and teachers participating in it. The recent excellence in education movement has put the AVID program in the educational spotlight, because AVID already has an established track record of providing effective solutions to the problems now being examined in the commission reports and research on excellence in education. Indeed, the ideal school setting described in the Carnegie Forum's "Schools for the 21st Century: A Scenario" is a description of AVID, a classroom organized by a "lead" teacher who has support personnel to help in the education of the students, a school that raises the academic expectations and preparation of students, a school where teachers become enthusiastic because they collaborate in an environment where educational practices work.

The four major points of agreement between AVID and the reports and research are as follows: (1) it is the students of mid-range abilities whose needs are least served by the present system; (2) students and teachers are more successful when they are not working in isolation; (3) the most effective organization for the classroom is not the teacher-centered classroom, but the classroom managed by a lead teacher with support personnel who individualize instruction; and (4) revitalization of the educational system will be achieved only by the redefinition of the relationship between the schools and the communities they serve. AVID is a model of all four of these concepts.

The present educational system has special programs for gifted students and for students in need of remedial help, but special attention has not been paid to the students who make up the largest sector of the school population--students of average ability. In his book, Last Chance for Our Children, Bill Honig, California State Superintendent of Public instruction, points to the Path Study by Stanford University which examines the course of study students follow through high school:

> The Stanford researchers found that the high school population was, in effect, divided into four distinct "tracks": the honors track with about 10% of all students, the remedial track with 10%-15%, the college prep track with up to 35%, and the biggest group of all, the general track, with around 45%. Unfortunately, it was precisely this last and largest group who were following the weakest and most incoherent program....Furthermore, the [study] found that in contrast with the college prep students,

> the general track students had fewer requirements to fulfill and more electives to choose from and, typically, received no advice from counselors....
>
> In my opinion, these students...are being defrauded of the education they need to make it in our society. One of the most common misconceptions about the excellence in education movement is that it is aimed solely at the high achieving students, at the expense of the rest. Nothing could be further from the truth. As the Stanford study shows, it is the great cross section of average kids currently languishing in the general track who stand to gain the most from curriculum reform. (Honig, Last Chance for Our Children, Reading, MA: Addison-Wessley Publishing Company, Inc., 1985, pp. 43-44.)

It is precisely this group of students that AVID seeks to serve. AVID students are not gifted students; most often they are students with ordinary abilities who develop the motivation and confidence to succeed in extraordinary ways. Before entering AVID, many of these students never consider the possibility of going to college, either because the idea has never occurred to them or because they think a college education is an unattainable goal. Many of them tell of how they were just automatically scheduled into vocational classes, never being counseled that they have other options. Ultimately, it is these students who will become the backbone of society. The AVID program aims to graduate students who have a full understanding of their own potentials and the ability to contribute their fullest to society.

One of the keys to motivating these students is to take them out of the isolation characteristic of current educational experience by helping them become part of a new peer group who shares their goals, and by helping the group work together to realize achievement. This strategy is successful for at least two reasons: first, students know that they are no longer alone in their struggle for success, and second, students often perform better for their peers than for their teachers. William Glasser addresses the effectiveness of group rather than individual study in his book Control Theory in the Classroom. Glasser advocates the adoption of a new classroom structure, built on the concept of "learning teams." These learning teams allow students to work together to achieve a goal, rather than to work in isolation. According to Glasser, learning groups satisfy for students the four basic psychological needs: belonging, power, freedom, and fun. Glasser

points out that learning teams help students realize the connection between power and learning and that once students make this connection, they become independent learners. It is the ability to learn and to think independently that allows students to go on to make the most of their education, careers, and lives.

AVID promotes a collaboration and independent learning among its students by providing a forum in which students are at once nurtured and challenged. Whether they are working in study groups or sharing their writing in reader-writer workshops or read-arounds, students know that they can trust other students both to support their learning and to provide another source of feedback and new ideas. The stimulation and inherent creativity fostered by collaboration among students produces an enthusiasm and thirst for knowledge among students that many teachers never see in a conventional classroom.

Cummins identifies three characteristics of programs that determine whether underrepresented students will be "disabled" or "empowered": (1) "minority community participation...as an integral component of children's education"; 2) a "pedagogy that promotes intrinsic motivation on the part of the students to use language actively in order to generate their own knowledge"; and (3) "professionals involved in assessment becoming advocates for minority students rather than legitimizing the location of the 'problem' in the students." The AVID program demonstrates all of these characteristics by making parents partners in education, by providing tutor role models, by using writing as a tool of learning, and by showing students daily that through working together, we can achieve things we never before let ourselves dream.

AVID has both the power and the vision to br[illegible] about the changes these and many other authors foresee are needed if the course of education is to be righted. The strength of AVID is that it is the product of experience and common sense. It is a practical solution to problems plaguing the school system today, and it is an invigorating solution as well, one with substantial payoffs for everyone concerned: students, teachers, parents, administrators, and society.

In a letter addressed to Mary Catherine Swanson on January 30, 1990, Bill Honig writes, "Increasing the participation of underrepresented students in our higher education system is a top priority of California public education. As I have worked on this problem over the years, I have seen many efforts to accomplish this goal. Very few of them have had the impact of the Advancement Via Individual Determination (AVID) program that you conceived, designed, and implemented in San Diego County.

"I am impressed with the record of accomplishment of the program in getting Hispanic and Black students admitted into four-year institutions and in their actual attendance at these colleges and universities. The expansion of the program from one high school in San Diego County to forty-four, and its growing spread to other counties, is indeed impressive. You may know that I have been suggesting it as a model of the kind of custom handling these underrepresented students need in order to succeed."

AVID: EVIDENCE OF EFFECTIVENESS

As evidence of effectiveness of the AVID program, it is helpful to look at some of the statistics from AVID's ten year history at Clairemont High School:

1. Approximately 150 students are enrolled in advanced level college preparatory classes each year who otherwise would not be in these classes. The result is that more academic course sections are offered at Clairemont High School than at other schools with twice its enrollment, thus offering opportunities for all students campus wide.

2. AVID has graduated 238 students in ten years, 225 of whom have gone to college--89% to four-year institutions and 11% to two-year institutions.

3. The average AVID grade point average ranges from 3.1 to 3.3 on a 4.0 scale.

4. AVID students are enrolled in an average of four advanced level courses each.

5. The average AVID IQ score measured on Henmon Nelson Test B is 102.

6. Based on the Comprehensive Tests of Basic Skills (CTBS), AVID students improve in 11 language and mathematics skill areas an average of 14.22 grade equivalent score months during four months of classroom instruction.

7. AVID African-American and Latino students score above state and national averages on the Scholastic Aptitude Test (SAT) with combined verbal and math scores of 830 and 831, respectively.

8. From 1982 to 1985, 37 AVID students took Advanced Placement Examinations with a 65% passing rate. Prior to 1982, no minority student at the school, other than those few in the gifted program, had attempted an AP Exam.

9. In a typical year, approximately 30 Clairemont AVID graduating seniors report receiving in excess of $50,000 in Cal Grants A and B, EOP Grants, Pell Grants, University Grants in Aid, National Direct Student Loans, California Work Study Grants, Regents Scholarships, Student Affirmative Action Grants, individual university grants, and private scholarships.

10. AVID students accept many leadership roles on and off campus in the Associated Student Body Officers Club, the school newspaper and yearbook, the school pep squads and clubs, sports, tutoring other students, and part-time jobs.

11. AVID students followed throughout their freshman year at San Diego State University and at the University of California at San Diego earn an average grade point average of 2.46 on a 4.0 scale. The average freshman grade point average at San Diego State University is 1.9 and at the University of California at San Diego 2.83.

Further evidence points to the effects AVID has had, not only on its target student population, but also on the school as a whole.

Although/even though...

--Clairemont High School has 43% of its student body enrolled in ESL, bilingual, or special education programs.

--28% of its students qualify for the free or reduced lunch programs,

--55% of its students are minority,

--37% of its students are bused in for the Voluntary Ethnic Enrollment Program or Special Education Program,

Nevertheless, records show that...

--70% of Clairemont's students enroll in college, 30% in four-year institutions, 40% in two-year institutions.

--Clairemont is one of the top three feeder schools to the University of California at San Diego from the San Diego Unified School District, despite the fact that it ranks 16th in enrollment of the 17 unified high schools.

--According to a San Diego Unified Schools Research Department Report on the status of the graduates of the class of 1984 six months after their graduation:

1. Clairemont ranks fourth in the number of graduates enrolled full-time in postsecondary education, surpassed only by three schools whose students are primarily of high socioeconomic status.

2. Clairemont is tied for second with a school whose students are of high socioeconomic status in the number of graduates in post-secondary academic programs.

3. Clairemont leads all San Diego Unified Schools in the number of graduates in postsecondary education full-time and employed part-time and in the number of students attending postsecondary institutions within San Diego County.

These statistics show that while the socioeconomic status of students at Clairemont High School is low, they compete at highly competitive rates with schools with high SES factors.

Other indicators of effectiveness are reflected in the following data provided by the San Diego Unified Schools Testing and Evaluation Department:

CTBS SCORE IMPROVEMENT 1983-85								
	CHS	DIST.		CHS	DIST.		CHS	DIST.
READING VOCABULARY	12%	10%	SPELLING	26%	9%	MATH COMP.	16.9%	11.2%
READING COMP.	35%	8%	LANGUAGE MECHANICS	29%	20%	MATH CONCEPTS & APPLICA-TIONS	30%	11.6%
TOTAL READING	17%	10%	LANGUAGE EXPRESSION	50%	5%	TOTAL MATH	35%	12.5%
			TOTAL LANGUAGE	46.6%	17%			

CHS: Clairemont High School
Dist: San Diego Unified School District

AVID PROJECT 1986-1991
SAN DIEGO COUNTY

- 45 High Schools
  35 Middle/Junior High Schools
- High Schools Graduate 816 Students
  - --545 Enroll in 4-year Postsecondary Institutions
  - --248 Enroll in Community Colleges
  - -- 17 Do Not Enroll in Postsecondary Education

AVID RESULTS 1990-91

SAN DIEGO COUNTY

BACKGROUND

The purpose of the AVID program is to prepare students most underrepresented in postsecondary education for four year college eligibility and restructure the teaching methodology of an entire school to make college preparatory curricula accessible to almost all students. A focus of AVID has been to develop a comprehensive staff development training program which emphasizes the California Frameworks coupled with specific student achievement goals. The goals of the AVID staff development program are:

Train AVID coordinators in implementing the AVID program.
Assist subject area teachers sin implementing instructional methodology which provides all students access to the curriculum outlined by the California State Frameworks.
Bring together site teams and assist these teams in developing collegial strategies.
Assist teams in completing a plan for school improvement based on specific site data.

CURRENT STATUS

AVID programs were implemented in 45 high schools and 35 middle/junior high schools within San Diego County.

358 seniors graduated from 15 AVID programs.
37 enrolled in the University of California.
121 enrolled in California State Universities.
57 enrolled in private or out-of-state four-year colleges.
136 enrolled in community colleges.
7 were not entering postsecondary institutions.

Percent of Recent Public and Private High School Graduates Enrolling in Each Segment of California Higher Education

	All San Diego County 1990	AVID 1991
University of California	7.6	10.3
California State University	9.1	34.1
California Community Colleges	36.9	38.0
Independent Institutions	2.9	15.9
Grand Total	56.4	98.3

Percent of 1985-86 and 1989-90 High School Graduates from Original San Diego County AVID High Schools Completing University of California A-F Courses

Schools	Base Year 1985-86	1989-90	Percent Change from Base Year
State Average	**26.1**	**31.2**	**19.5**
Helix	19.3	30.0	55.4
James Madison	23.4	38.7	65.4
Junipero Serra	28.3	39.3	38.9
La Jolla	38.6	60.0	55.4
Mar Vista	11.7	19.7	68.4
Mira Mesa	38.8	46.7	20.4
Mission Bay	27.7	36.7	32.5
Oceanside	18.0*	24.1	33.9
Patrick Henry	30.9	45.5	47.2
Point Loma	32.1	36.7	14.3
San Diego	11.7	30.6	161.5
S.D. Creative and Performing Arts	28.7	48.1	67.6
Southwest	11.1	26.6	139.6
Sweetwater	10.3	27.0	162.1
Will C. Crawford	20.0	31.7	58.5
Average of 15 AVID Sites Combined	**24.7**	**36.6**	**48.2**

Increase 141% higher than the statewide increase

* Base figure from 1984-85; 1985-86 figure inaccurate as reported.

More than 3,186 students enrolled in AVID programs responded to a student questionnaire which yielded the following information.*

Background of AVID Participants

52 percent Latino
18 percent African-American
17 percent White
11 percent Asian or Pacific Islander
2 percent American Indian or Native Alaskan

63 percent of the Latino students reported that Spanish is the primary language spoken in their homes.

30 percent reported that they are economically disadvantaged as determined by family participation in a public assistance program, and 22 percent of the students have jobs outside of school and work an average of 10-25 hours per week.

23 percent reported that their mother or female guardian is not a high school graduate. An additional 23 percent didn't know the educational attainment of their mother.

19 percent of the students reported that their father or male guardian is not a high school graduate, and 27 percent didn't know the educational attainment of their father.

43 percent of the students have been in bilingual classes.

17 percent have been in ESL classes.

13 percent have been in Chapter 1 classes.

11 percent are classified as LEP students.

*More than 1,400 students responded to the same questionnaire in 1989 and 2,200 students in 1990, and, although some individual district statistics changed significantly, overall percentages did not change by more than 2 percentage points on any answer, lending validity to the students' responses.

Before Entering AVID

64 percent reported that prior to entering AVID, they were not enrolled in any classes preparing them for college.

Before entering AVID, 72% of the students were earning grades of C or better; 27% were earning D's and/or F's.

Since Entering AVID

74 percent of the students are enrolled in 3 or more college preparatory classes.

60 percent are enrolled in GATE, honors, or advanced classes.

77 percent are earning grade point averages of 2.0 or better in academic classes, and 33 percent have GPA's of 3.0 or better.

Students Identified the Following as Being the Most Helpful Aspects of the AVID Program

Collaborative study/tutorial groups	89%
Support and encouragement from other AVID students, tutors, and the AVID teacher	86%
Field trips/guest speakers	85%
Notetaking/study skills	82%
Writing essays using the writing process	79%
Writing-to-learn activities	73%

Students Identified the Value of Tutorial Sessions as

Helping them figure out answers to homework problems	91%
Helping them clarify thought	80%
Giving them power over their own learning	75%
Helping them express ideas	76%
Giving them answers to homework problems	30%

Students Say That AVID Has Helped Them

Know that they can go to college	94%
Work with other students in collaborative groups	90%
Come to school prepared to learn	89%
Approach subjects so that they can be understood	85%
Think through asking questions	81%
Do homework regularly	81%
Attend school regularly	79%
Anticipate possible test questions	76%
Work with teachers	76%
Understand how subjects relate to one another	74%
Ask questions in class	74%
Feel they belong to a group preparing for college	74%
Help other students achieve in school	73%
Feel someone cares	72%
Become more involved in school activities	67%
Communicate with parents regarding school	62%

AVID Students

Report they spend 2 hours or more on homework per day	64%
Report they watch less than 2 hours of TV per day	37%

PARTICIPANTS IN AVID STAFF DEVELOPMENT PROGRAM

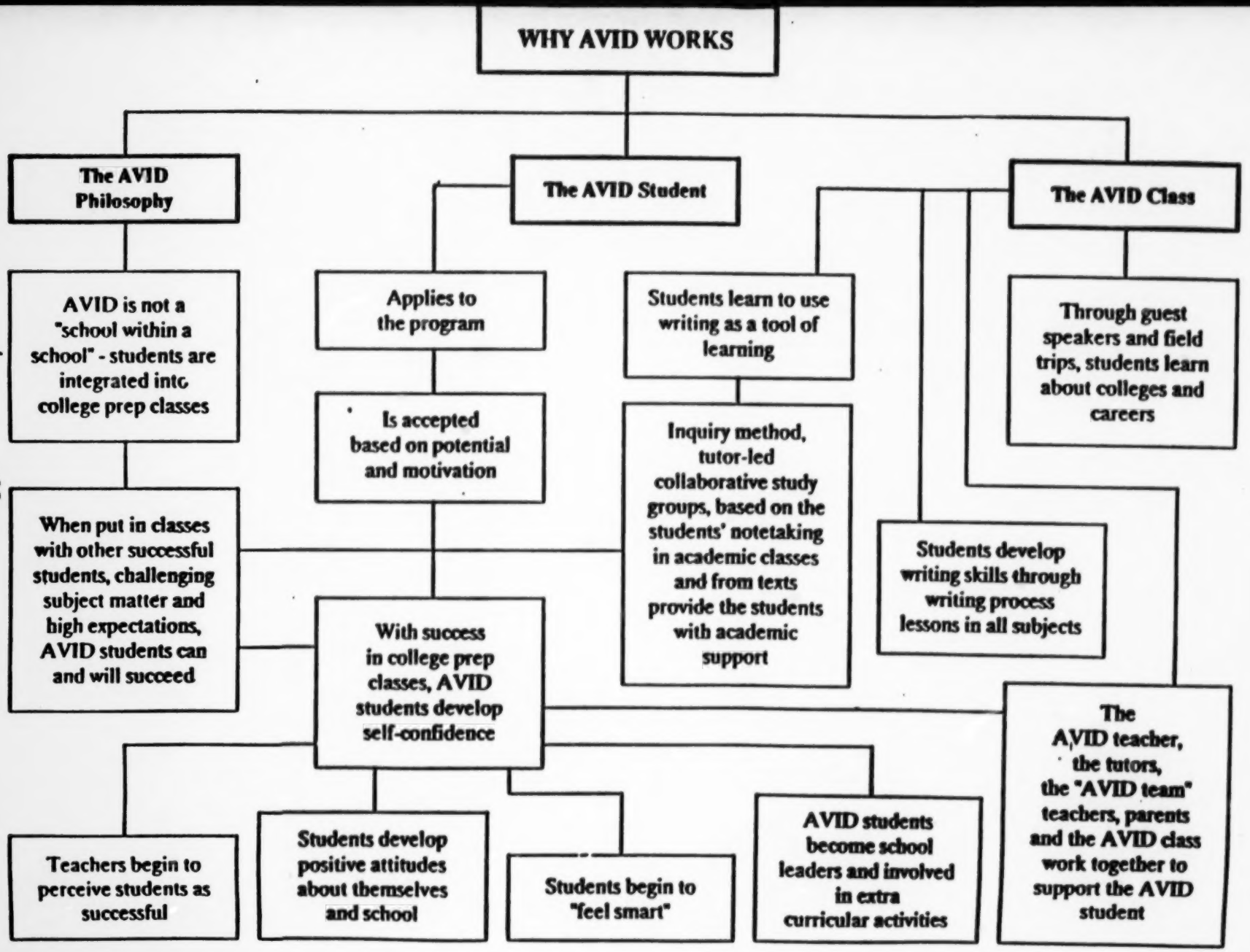
Six hundred and sixty-two people participated in the AVID staff development program during the 1990-91 school year. These included: 68 administrators, 330 teachers and counselors and 264 college tutors.

More than 700 administrators, counselors, and teachers participated in the 1990 AVID Summer Institute.

In the first year of attendance at a Summer Institute, teachers are trained in AVID methodologies specific to their subject areas. During their second year at the Institute, these teachers attend a leadership strand in which they learn how to conduct demonstration lessons for their departments and how to coach department members as they, too, begin using AVID methodologies. In this way, AVID training permeates an entire faculty.

Expansion:

While the AVID program continues to expand within San Diego County, AVID is also in its second year of statewide implementation in many districts outside San Diego County. These districts have sent participants to the Summer Institute and are currently receiving staff development from a SDCOE AVID Project Specialist who offers monthly training workshops and biannual site visitations. As the AVID program is growing at a rate greater than the SDCOE AVID office can serve with additional statewide trainers, another model for expansion has been developed. The base of this model is an AVID Regional Directors' Development Center.


WHY AVID WORKS
The AVID Philosophy
The AVID Student
The AVID Class
AVID is not a "school within a school" - students are integrated into college prep classes
Applies to the program
Is accepted based on potential and motivation
When put in classes with other successful students, challenging subject matter and high expectations, AVID students can and will succeed
With success in college prep classes, AVID students develop self-confidence
Students learn to use writing as a tool of learning
Inquiry method, tutor-led collaborative study groups, based on the students' notetaking in academic classes and from texts provide the students with academic support
Through guest speakers and field trips, students learn about colleges and careers
Students develop writing skills through writing process lessons in all subjects
The AVID teacher, the tutors, the "AVID team" teachers, parents and the AVID class work together to support the AVID student
Teachers begin to perceive students as successful
Students develop positive attitudes about themselves and school
Students begin to "feel smart"
AVID students become school leaders and involved in extra curricular activities

AVID TEACHING METHODOLOGY IN A NUTSHELL

"AVID methodology" is not about changing curriculum but is about allowing almost all students to have access to a rigorous college preparatory curriculum. The teaching methodology which is most effective in this quest is

*Collaborative, subject specific learning groups

*Inquiry method

*Writing-as-a-tool-of-learning

COLLABORATIVE LEARNING GROUPS

Within AVID, we refer to our groups as collaborative rather than cooperative because they do not necessarily follow all the organizational rules which gurus of cooperative learning espouse. In AVID, the purpose of collaborative learning is to bring students together to take responsibility for their own learning. In small groups, they ask, explore, and answer questions; they become better listeners, thinkers, speakers, and writers; they discover ideas and remember them because they are actively involved with them. The teacher/tutor becomes a coach, carefully guiding students in their learning. Research shows that students learn best when they are actively manipulating those materials through making inferences and then generalizing from those inferences. Collaborative groups encourage this kind of thinking.

Collaborative Learning Groups Vs. Traditional Learning Groups

Traditional	Collaborative
No interdependence	Positive interdependence
No individual accountability	Individual accountability
Homogenous	Heterogeneous
One appointed leader	Shared leadership
Responsibility only for self	Shared responsibility for one another
Social skills ignored	Social skills necessary for task completion
Teacher/tutor ignores group functioning	Teacher/tutor observes and intervenes
No group processing	Groups process their effectiveness

From AVID Handbook

Preparing for Collaborative Learning Groups

The Task:

In collaborative learning groups, students experience the process of learning, the how as well as the what of learning. In order to achieve this, the teacher/tutor must carefully guide the group to encourage members to share their ideas and to explore and respect the ideas of others. The group must constantly probe and define and redefine until the expression of ideas is precise and clear. The group task may have students share individual completed assignments or notes, work together to brainstorm or to problem solve.

Selection Groups:

In collaborative learning, there is no set way to group students. Depending on the class and the assignment, the teacher may use teacher-determined, self-selected, spatial, or randomly selected groups.

Preparing Students:

Students need to be prepared to work in groups, and, indeed, in the beginning, may shy away from group work because they are reluctant to share their work. Group work should begin with experiences which are nonthreatening and gradually increase in task demands and duration. Teachers need to discuss "group etiquette," stereotyping and group dynamics with the students before they begin work as well as tell them that the benefits to working in collaborative groups are

1. No one knows everything.
2. Teachers expect analysis, synthesis, and evaluation of subject matter, which is "the stuff" of collaborative groups.
3. Students will move further faster and remember more.
4. Being with other people is more fun than learning alone!

Since learning to collaborate in groups is an on-going process, after completing a group activity, the students should write about and discuss what went well in their groups and what they need to improve for the next time.

Avoiding Mayhem:

1. Provide the students with careful instructions and simple directions before they move into groups.
2. Establish a specific routine for moving into groups.

3. Have students move their desks close together to prevent loud talking and to create a group atmosphere conducive to exchanging ideas.

4. Establish a reasonable time limit. Allowing too much time for an activity can cause the groups to deteriorate. It is better for the groups to have too little time than too much.

Remember, it takes time and practice for students to learn to work effectively in collaborative learning groups.

INQUIRY METHOD

In collaborative learning groups, the method of instruction used by the teacher/tutor is inquiry. Compared to didactic instruction and coaching, inquiry differs from its counterparts in one unique and very critical way: it immediately engages students with their own thinking processes. In other words, it teaches students to think for themselves instead of chasing the Right Answer. What then results from such a precarious modus operandi, especially with students as young as seven or eight years old? Student ownership for enlarged understanding of concepts and values. So when Socrates in the Platonic dialogue says,

> Let us examine this question together, my friend, and if you can contradict anything that I say, do so, and I shall be persuaded.
>
> Crito, Plato

he captures the essence of inquiry as an instructional method. Specifically illustrated by Socrates' statement are several points.

1. Participants begin the learning groups with questions.

2. Participants engage in all levels of critical thinking, from recall of knowledge to evaluation.

3. Participants pursue understanding with mutual respect and civility, mindful of each other's dignity.

4. Participants are willing to be persuaded by arguments/evidence more powerful than their own and to change their minds in light of fresh insights.

Description:

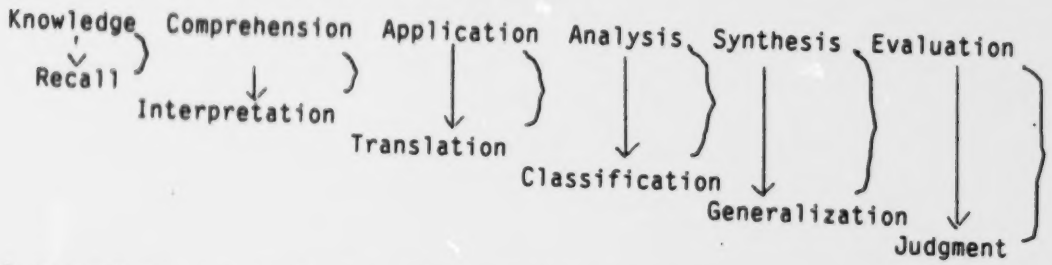
For students in collaborative learning groups, the text for inquiry may come from ideas/notes in their learning logs or materials from their subject area classes. Thus students should be encouraged to come to the group with questions already formulated. Guided by the teacher/tutor, students exchange responses and collaborate in a search for understanding. Verification of the questions raised and responses given comes by returning to the text. The success of the group rests on the belief that the group can arrive together at some understanding that would not be arrived at independently.

Process:

Once the group session begins, the ensuing interaction should sound like conversations moved along by a series of, "How can...," "What do you mean by...," "Why does...," "I don't see the connection between...," and

so on. There are several questioning strategies teachers/tutors can use to lead their groups. Two highly recommended methods outlined below are based on work in cognitive functions respectively by Benjamin Bloom and Arthur Costa.

Using Bloom's hierarchy of cognitive skills, teacher/tutors can ask questions that follow along a continuum.[1]



A second way to craft questions applies Costa's model of intellectual functioning in three levels.[2] Level one questions focus on gathering and recalling information; level two, on making sense of gathered information; and level three, on applying and evaluating information. Examples of the types of behaviors that solicit questions using Costa's levels appear on the following pages.

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[1] Benjamin S. Bloom, Taxonomy of Educational Objectives: Handbook I: Cognitive Domain (New York: David McKay, Inc., 1956).

[2] Arthur L. Costa, Developing Minds: A Resource Book for Teaching Thinking (Alexandria: Association for Supervision and Curriculum Development, 1985), 125-137.

Level One:	defining describing identifying listing naming observing reciting scanning	What is the definition of "lunar eclipse"? (definition) How can we express the equation 2x(4-5y)+3y=26 in three ways? (list) Which states seceded from the Union to form the Confederacy? (identification) How does "The Road Not Taken" (Frost) begin? (recitation)
Level Two:	analyzing comparing contrasting grouping inferring sequencing synthesizing	In Native Son, how does Bigger Thomas' violence against his gang members reveal a deeply-rooted insecurity and fear of people? (analysis) In "The Bet" (Chekov), how do the lawyer and the banker differ in their attitudes toward capital punishment? (contrast) How does the term "manifest destiny" capture the essence of western expansion in the United States? (synthesis) If the moon is full Aug. 17, July 18, and June 19, when will it be full in April? (inference)
Level Three:	applying a principle evaluating hypothesizing imagining judging predicting speculating	Using the principle of communicative property, how can we find out the number of apple trees in an orchard having 15 rows, 5 trees each? (application) Which of the characters in Great Expectations suffered the most? (judgment) In Catcher in the Rye, how might Phoebe, years later, describe Holden to her children? (speculation)

The importance of inquiry method cannot be overstated. Skillful questioning by teachers and tutors empowers students to have mastery of their own learning. The converse, giving answers, breeds dependence on the teacher or tutor and is, therefore, detrimental to the students.

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WRITING-AS-A-TOOL-OF-LEARNING

Writing allows students to think in complex ways. Writing contributes to self-knowledge. Writing helps clarify and order experience. Writing helps students to be better readers. Writing enables students to "do better" in school. Writing is basic to thinking, learning, and growth.

Thinking

- Writing is a unique, graphic record of thought that can be reviewed, revised, and used to make new cognitive jumps.
- Writing makes a unique contribution over and above conversation to the development of thought.
- Writing is a slow, static, graphic record of original thought. This record allows review and revision.
- Writing is visible, permanent.
- Writing assumes a much slower analysis and synthesis and transforms process into a simultaneous review of thought.
- Writing leads to new inner speech and thought.
- Writing enriches and elaborates the thought process.
- Writing is essential for linear, analytical thinking.
- Without writing one cannot generate history as an academic pursuit.

Learning

- Writing is a crucial adjunct to learning.
- Writing helps us absorb new information and builds structure of knowledge.
- Writing helps us find out if we really know the topic.
- Writing is available for instant review.
- Reportage would be impossible without writing.
- Writing is central to the process of understanding new facts and concepts or evaluating new experience.
- Writing allows for clarifying, analyzing, synthesizing concepts.
- Writing is essential to determining what and how much one knows.

- For a self-critical person, writing is essential for evaluation and analysis.

- Writing is essential to the scientific method--until it is written, it cannot be examined.

- Writing is a means of development of conceptions and contemplation.

- Writing changes the writer: now there is a graphic record, a visual example of the writer's knowledge.

- Writing as a process simultaneously employs symbolism and graphics. It employs sight and hand.

- Writing results in discovery of what we didn't know we knew.

- The more we write, the more we know, and the better we are able to compete academically.

Writing-to-learn within AVID assumes three main forms:

1. Notetaking

2. Learning logs

3. Writing process discourse mode lessons

Notetaking

The AVID notetaking system is an adaptation of the sophisticated Cornell system. Simply stated, students take detailed notes from class lectures and texts in a wide, right hand margin and develop clarifying ideas or questions regarding these notes in a narrow, left hand margin. A sample follows.

Book Notes

11/3

Chemistry - Chpt 5

I Periodic Table

A. General

are elements listed?

1. elements are listed in order of increasing number.

else can a column be

(down)

*2. Columns = Group or a family designated by a number & letter

!? How are they designated

*3. Grp A = Representative elements

Grp A.

Grp B = Transition elements

n Grp B.

else is Transition

(bottom)

and inner Transition elements (rows)

called?

*4 Rows = Periods

B Metals

where are metals found.

1. found on the left side of table

can you determine

2. high luster (shiny)

from any other elements?

*3. high electrical conductivity

*4 ductile = can be drawn into a wire

e ductile and

*5 malleable = can be beaten into thin sheets

able.

6 includes transition metals & inner transition metals (rare earth)

C. Nonmetals

*1. non lustrous

*2 poor conductors of electricity

are semimetal

D. Semimetals - metalloids exhibit both

side)?

1. Properties of both metals and nonmetals

2. found between the metals & nonmetals

are they found?

(anything sitting on the stairs of the table)

BEST COPY AVAILABLE

AVID students are required to take binders to all academic classes and to take notes therein. At least four benefits are derived from this system.

1. The AVID teacher knows the student attended class because the notes are checked in class.

2. The student was alert enough in class and in his reading to take notes.

3. The student has engaged in independent work before participating in collaborative learning groups so that he may be an active contributor to the groups.

4. Students perceive themselves to be "students," and teachers perceive them as "students" when binders are carried to class and notes are taken.

Not only do the notes help students clarify thought, but as students engage in writing for learning, their writing and language skills become better and better. When students write and write, it is really unnecessary to teach "reading skills." These skills simply develop as students have experience in using the language.

When it is time for students to study for an exam, they may assemble their note questions in a line, covering the detail notes, and check off what they already know. Research shows that most students study ineffectively because they continue to review what they already know. Students may also share notes with other students. As they become more adept at developing conceptual rather than detail questions and observations, they are often studying the questions teachers include on examinations.

Learning Logs

In a journal, students make regular entries in their learning logs. Before students begin working in their collaborative groups, they should complete questions such as the following about the subject they are studying.

1. What did I do in class today?

2. What did I learn?

3. What did I find interesting?

4. What questions do I have about what I learned?

5. What was the point of today's lesson?

6. What connections did I make to previous ideas or lessons?

Each student in the collaborative group should share his log responses. If students know they will be sharing with the group, they are more thoughtful in their responses. Learning logs are a good starting point for a collaborative session.

A Few Learning Log Topics:

1. Writing About Mathematics

Have students write an explanation to another student of how to do a math problem. They should include the why of the solution as well as how.

2. Writing About History

Have the students place themselves in an historical period or event and write about it from the point of view of someone who is there. In their responses, ask the students to focus on the what, when, where, why, how, and what if. Or ask the students to write a dialogue between themselves and a historical personage, focusing on the same details.

3. Focused Writing

Focused writing is an excellent way to begin a collaborative session. Direct students to write non-stop for five minutes on a specific topic they are studying. The purpose is for students to find out what they know about the topic, to explore new ideas, and to find out what they need to learn about the topic.

Writing Process, Discourse Mode Lessons

Essay writing allows students to think as subject area specialists. Asking students to write as a scientist, philosopher, psychologist, or historian requires students to explore the criteria of that kind of writing. Teachers should always begin by modeling the kind of writing in which they wish to have the students participate.

The discourse modes contained in the AVID curriculum are those required for the California Assessment Program (CAP) Direct Assessment in Writing, as the AVID lessons were precursors of this examination. Each of the lessons is found in detail in the AVID Curriculum Guides, Grades 6-9 and 9-12. The lessons adhere to the following "writing process" sequence.

1. Work with examples of and discuss criteria for the writing prompt.

2. Prewrite.

3. Write a draft.

4. Exchange drafts with peers for comments and revisions.

5. Write further drafts.

6. Complete a reader-writer workshop with one or more peers.

7. Write a final draft.

8. Teachers evaluate final drafts.

9. After final drafts are discussed, students have an opportunity to revise for publication.

YOU KNOW YOU ARE IN A CLASSROOM USING AVID METHODOLOGY WHEN....

The primary focus of the classroom is activities which engage the learner's mind, sometimes with the help of a teacher or tutor functioning as a secondary and cooperative catalyst.

Collaboration and independent learning among students is provided in a forum in which students are at once nurtured and challenged. The students know they can trust other students, the teacher and/or tutors both to support their learning and to provide a source of feedback and new ideas. The stimulation and inherent creativity fostered by this collaboration is evidenced by the students' enthusiasm and thirst for knowledge.

In collaborative, subject specific learning groups, students are led through a range of thinking processes which are not based on the assumption that students must acquire one type of thinking before progressing to another.

Students defend their conclusions by retracing their thought processes and the evidence they use to arrive at their conclusions.

In collaborative, subject specific learning groups, students are given time for discussion and/or writing that helps them "pull their thoughts together" to reflect on how their ideas relate to major course concepts.

Writing-for-learning is used in non-graded, non-threatening settings to clarify thought.

Writing that culminates in a final draft follows sequential steps in the writing/thought process: prewriting (brainstorming), drafting, responding, revising, editing, and postwriting.

Subject matter is taught through various modes of instruction including high intensity experiences involving immediate feedback and attention from the teacher and/or tutors.

Teachers/tutors use mirroring techniques, genuinely personal comments, and questions for which students don't have answers. This strategy is evidenced by a change in the role from teacher/student to "partners in learning." Teacher and tutors limit their evaluation to evoke substantial intellectual growth in students.

Students are graded using a variety of assessments which measure the process of learning as well as the end-product.

WHAT'S GOOD EDUCATION FOR UNDERREPRESENTED STUDENTS IS GOOD EDUCATION FOR ALL STUDENTS

During the past five years of AVID dissemination in San Diego County secondary schools, we have identified, largely via experience, several components critical to building a meaningful and successful program for underrepresented students. We have recorded our observations below.

1. Sites
   --identify a "lead" staff member
   --form teams (include school administrator)
   --set goals
   --make action plans
   --feel ownership

2. Students feel a part of a team that identifies with being successful learners and that sees school as a nurturing place to be.

3. Teachers hold high academic expectations for their students and use methodology that gives students access to a rigorous college preparatory curriculum.

4. Teachers believe all students can learn.

5. Heterogeneously grouped classes stimulate students' learning and interaction.

6. Tutors act as role models who use questioning strategies to stimulate students' thinking and understanding.

7. Programs for underrepresented students encourage parents to support their children's academic roles.

8. A successful program is a K through 16 collaborative.

9. Postsecondary institutions
   --admit underrepresented students who meet system-wide eligibility requirements.
   --provide these students with support networks.

10. Schoolwide coordination and collaboration of all categorical and core curricular programs is necessary to avoid funding and philosophical fragmentation which impedes the education of the <u>whole</u> student.

THE AVID YEAR IN REVIEW 1991

San Diego County Office of Education
AVID Coordinators' Appreciation Day Conference
May 7, 1991

* Summer Institute, August 1990, for 531 counselors, administrators, and teachers representing 34 school districts and 122 school sites.

* Forty-five of the 52 public high schools and 35 middle/junior high schools in San Diego County implementing AVID. Eighteen districts outside San Diego County involved in AVID.

* UCSD conducting independent AVID research finds a 100% increase in A and B grades after students are enrolled for three years and that all students do equally well in the program regardless of gender, ethnicity, or socio-economic background.

* AVID programs in San Diego County graduating 383 seniors. Based on these statistics, the California Department of Education and the San Diego County Office of Education will recognize during the AVID Summer Institute schools that meet their goals.

* The National Council of States on Inservice Education presents AVID with their national award for an Exemplary Staff Development and Leadership program.

I look with pride and a degree of astonishment at the impact our individual projects have in our schools and districts. Who would have guessed and predicted our collective success just five short years ago when we began to work together. I am grateful for the many opportunities we have to exchange ideas and in that exchange to come to a new realization about the power we have to reshape our schools and our roles as instructional leaders. As AVID teachers, we have a clear vision of what we can be and what we can do, as well as the knowledge and skill to make that vision a reality.

Louis Pasteur once said, "When I approach a child, he inspires in me two sentiments: Tenderness for what he is, and respect for what he may become." Truly "Education depends on preserving the dignity of the learner." -- AVID 1989

We represent a new group of teachers because we have emerged with a shared vision and sense of mission, with a common set of goals and strategies. None of us will ever teach in quite the same way again. As AVID teachers, we know how to help every student become what he or she is capable of being.

That potential in students is realized because:

- AVID teachers are positive thinkers and problem solvers with "can do" attitudes who see possibilities in all situations.
- AVID teachers believe in the path they have chosen, even when it is difficult.
- AVID teachers know that the goal is worth the effort required to achieve it.
- AVID teachers are models for other teachers.
- AVID teachers demand the best of themselves and of their students.
- AVID teachers make from the ordinary, the extraordinary.

I am proud to be a part of you, teachers who represent a superior caliber of expertise and talent. I am equally proud of San Diego County schools, a lighthouse for the rest of the state and nation in their willingness to encourage risk-taking and to invest in professional growth for teachers so that together we may create a solid educational future for students.

Because AVID is all of us together who are the essence of the program, we would like to present you with an AVID pin today which we hope you will wear with pride. Until the Summer Institute when we will once again have the opportunity to share our visions, have a wonderful summer.

Mary Catherine Swanson
AVID Project Director

AVID SUMMER INSTITUTE EVALUATION 1990

Five hundred and thirty-one administrators, counselors, and teachers attended the Institute representing thirty-four school districts and one hundred and twenty-two school sites.

1. 96% indicated the objectives for the Institute were clear.
2. 96% indicated the Institute met the objectives.
3. 93% indicated the Institute was relevant to their needs.
4. 96% indicated they were actively involved in the learning activities.
5. 96% indicated the handouts were useful and relevant to their needs.
6. 82% indicated the keynote addresses were effective.
7. 86% indicated the site team meetings were effective.
8. 90% indicated their training strands were effective.
9. 97% indicated they intend to attend follow-up training sessions throughout the school year and/or next summer's Institute.
10. 87% indicated the physical arrangements were satisfactory.
11. 95% indicated the overall Institute was well organized.
12. 91% indicated their overall rating for the Institute was superior.

AVID SUMMER INSTITUTE 1990
PARTICIPANTS' COMMENTS

AVID Implementation Strand

In implementing the first AVID class at my junior high school, I intend to focus heavily on the AVID methodology or the "WIC" method. I will constantly remind myself to structure my lessons based on the writing process, the inquiry method, and the collaborative groups (WIC). If I operate within this structure I will most certainly be headed in the right direction. This will be my personal goal for a task which I am already discovering will be most challenging and demanding.

****

The AVID Summer Institute was a confidence builder for me. Now I am ready to take my day-to-day classroom struggles beyond the classroom and throughout my school to EMPOWER as many kids as we can in our entire school. The day-to-day, week-to-week specific lesson plans we planned together will be a great start. Next year, perhaps the can invite some elementary school sites so we can begin some team building and articulate plans at that level too. Thank you for a worthwhile week.

****

During the past five days I have learned a tremendous amount of surprising data, new techniques, and a very clear picture of what AVID is. A very precise explanation of the inquiry methodology was presented. Tutor training manual and handbook provided step by step basics. The writing process overview made me feel good that I was taking the right steps in class. The most important element to this training, I feel, was experiencing the positive collaboration of working effectively in site/strand groups.

I will take back these ideas/techniques to my site and show through positive growth within my students that AVID works, even at the elementary level!

****

Outstanding training that was thorough and very useful. I feel confident and enthusiastic about going back to my site ready to develop and implement a junior high AVID program. I have gone through many trainings (Learning Channels, A.I.M.S. and T.E.S.A.) in my teaching career that have been helpful and useful, but none as well laid out and thoughtfully planned out to give all the nuts and bolts for successful implementation.

Overall this has been an outstanding program that would be an excellent resource to be used by colleges and universities for teacher preparation.

****

The AVID methodology is a teaching tool for all students in all classes. Presenting this idea to other staff members at my site will open the door for more students to be successful.

****

AVID is going to be fun. I am ready to tackle the world with AVID methodology and strategies.

****

We all came to this Institute aware of what AVID can accomplish, but our general vision has been filled out with details of how to make it happen. The result is a sense of access to the levers of change, confidence in our ability to use them, and urgency at taking action now. There's no longer any valid excuse for not creating AVID programs everywhere.

I've personally gained insights into what happens in crucial places like the tutorials and conventional classrooms where AVID students encounter traditional high school teachers. There's been a real de-mystification of the process through lots of discussions and nuts-and-bolts materials - actual classroom forms and worksheets, checklists, timelines and samples.

****

The tutor aspect of the program was a new concept for me. Although I have been a tutor and have used tutors in my class, the AVID approach to tutoring is very different. I am looking forward to training the tutors and reaping the results in my class.

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It may come to you as a surprise, but I would have to say that this AVID training strand was what made my August. What I learned, what I heard, and what I did during the past week was probably more fun than what I did the first three weeks. Being surrounded by fellow educators from all over that state, as well as being reunited with fellow cohorts at my site who have a desire to see and permeate into our classrooms, really jump-started my battery. I believe that I could use a few more days of this sort of fun.

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AVID—I think back approximately thirty days when I first became aware of AVID. My initial response was YES! After five days of training my response is still YES! AVID offers another strand of hope that we may overcome obstacles of ignorance and prejudice and fulfill our potential as humans with dignity and intelligence.

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This workshop has been exceptionally useful, organized, focused, specific, cohesive. I'm looking forward to digesting this information, sharing it with colleagues, using it with students.

I am impressed with the obvious dedication, enthusiasm of the presenters, the breadth and specificity of experience and materials, the blessed lack of jargon (well, empowering is close to slipping into that pit) the respect for participants' time, (starting when scheduled to start each day), the practicality of presentations that gives substance to research and generalizations, the genuine accessibility of both people and ideas (not just lip service).

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I was truly amazed by the kind of county support found in San Diego. No wonder the program succeeds. I also was gratified to see so many teachers enthusiastic about the program and teaching in general.

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The power of this program is overwhelming and I'm looking forward to this new adventure in my career. I see professional growth as a personal goal, and the AVID Institute has provided me with another ingredient to improve my personal development as a teacher.

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I've never been so excited about beginning a program in a school ever!

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Today, Friday, something TOTALLY (as my daughters would say) unexpected has happened. It is truly beyond my control! I am actually wondering if I could do an effective job as a dedicated ESL teacher and also take on an AVID class at my site in the next few years.

I have never before felt a tug to move into anything other than ESL, a most rewarding exciting and creative discipline. AVID, what have you done to this teacher?

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Atypical Strand

Thinking about AVID's impact upon my educational process, a few ideas focus salient features: one is the caring and belonging aspect AVID espouses. Without that sense of power and self-esteem no program can become truly effective. Another concept is that of student salvation. That these alternative (continuation students) aren't hopelessly out of our ken, and we can realistically make a difference in the lives of these "kids at risk."

Thirdly, that we, as teachers, can work together through an interdisciplinary fashion to create comradery and a greater support system for our students.

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The Institute became exciting as we discussed and shared ideal methods and techniques. It is possible to show my kids that college is within their reach. No more the idea that atypical kids will be trained instead of educated.

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History Strand

Having learned so many wonderful things, I believe I'll go back to my faculty and present note-taking and writing effective tests as the handouts you gave us were fantastic.

Your enthusiasm warrants "bottling" it up and putting on the market to be sold to teachers whose shoulders droop by the end of the day.

Resources! Resources! Resources! Can I say anymore. You said to bring a notebook binder as you had many handouts. Yes! You met your goal of filling up mine.

Day 5 is closing and although I never thought I'd make it through the week sitting on these hard, dark, mahogany chairs, I'm glad I persevered and am even looking forward to Saturday. Did I say looking forward to a six day work week!! Yes, God bless you.

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My experience with AVID has been a very positive one. There are several different reasons. First of all I've had an opportunity to meet and work with some very positive and motivated people. There was a sharing of ideas and networking.

Second, I've found that these people have the same concerns I do. How can we improve ourselves so that we can improve the quality of our students' lives and, ultimately, have an impact on the educational system. Third, I've been presented with an abundance of wealth of information. I will not have to struggle to find new and exciting materials and ideas.

Next, I feel like I'm part of a team. I feel that I can call on these people for information or advice.

Last, I feel that as long as there are people such as these, our students do have a chance.

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The workshop has made me aware of the many innovative techniques that are available to me to use in my classes. I am looking forward to receiving AVID students in my classes. I am convinced that most of our students can make it in college if we use the AVID approach in our classrooms. For AVID to work it will require much effort on the part of education and parents, but with proper communication we can't fail.

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The History strand has been a great resource for the coming year. It has clarified, for me, the AVID methodologies and how I can use them in my classroom. I feel that I'm coming away with some specific aids to my teaching that will empower me to bring more students into college prep work even though I'm not the AVID teacher.

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English Strand

The English Training Strand has been the most impressive and useful training I have received in years. I will try everything we've tried here. Nothing that we did seemed futile or non-applicable. I have learned so much! I can't wait to get back to my students and use what I've learned.

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The most valuable part of the week, for me, was learning how to take notes on tackling some pretty obscure Latin American short stories. Picking out significant lines and writing them down and writing some important events in the story on one side of the page, then asking questions on the left side REALLY was a valuable way of dealing with this tough stuff. So this is what I can't wait to take back to my colleagues and share.

This has been a good experience at a good time in the summer for me. I needed a shot in the arm and a boost to get me started this year. Thanks for giving me this chance.

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This year unlike past years, I did not arrive at my crisis point nor have I even considered retirement. I have been eased into school mode without summer withdrawal. The AVID workshop has "pumped me up" to return to my classroom. I'm ready to try some of the new strategies - jigsaw, and storyboard. I've even discovered and much to my amazement found South

American literature enjoyable and readable. I'm curious to take in more. The dialogue with other English teachers was helpful in reminding me that I'm not alone. The site team discussions have been useful in targeting common problems between my high school and our feeder schools. The AVID workshop has provided stimulation as well as reminded me of the reasons I remain in education.

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The purpose of the school is to train our young people to think, to analyze a problem and come up with a viable solution. A number of people have been complaining that students do not think. By utilization of a variety of the techniques to which the participants of the AVID workshop have been exposed, students are forced to think - and we are to learn to accept their thoughts. Once this symbiosis occurs - our students will progress. They will feel comfortable expressing their views and opinions without fear and we will have created a person confident to confront whatever life has in store for them.

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I arrived bright and early Monday morning with much of the apprehension and anticipation of a freshman on campus. AVID will be new to our campus, and so I had no knowledge of what, how or why, but quickly realized I was not alone. By the end of day one, my interest was still there, but I was not yet convinced of AVID's absolute value and besides, I was exhausted from having begun my day at 4:30 a.m. to arrive on time.

By the end of day two, however, something was beginning to take shape. The English training strand included a host of activities for presenting the methodology which I found to be as enjoyable as they were functional. The group interaction and interdependence of the collaborative learning methods employed, proved extremely effective during the activities. The literature used was from Latin American authors and, though a bit unusual to interpret, was excellent as a tool for AVID methodology training. I enjoyed the story board and story telling immensely and felt our training facilitator was skillful in guiding our work groups, carefully allowing each group to arrive at its own conclusions.

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My experience this week in the AVID conference has been a positive one. The English strand which I attended was particularly interesting as my acquaintance with Latin American Literature has been limited.

I found the strategies useful and will use them in my curriculum. Some were new to me and others, although familiar, I had not used for a while, and it was great to be reminded.

The collegial atmosphere of the conference is uplifting. We need this as we go back to our individual schools to begin a new year. I have had fun this week.

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It was wonderful—refreshing! It wasn't so much the activities we shared in class, although I found that to be a big part, but rather the literature that was presented.

I had forgotten how beautiful and rich Latin American Literature is and this methodology class brought it all back to me. I was also pleased to see other teachers sharing, enjoying and experiencing works from other cultures. "Global Awareness" I thought—how wonderful. I would like to see more teachers expand—reach out to other cultures; perhaps then we would learn more about who we are and who our students are.

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The sessions for the most part were more stimulating than I thought possible. Meeting with peers and sharing in their energy and ideas is always delightful (if frenetic!). However, by Thursday noon - I was overloaded. What had I experienced Monday? Tuesday? Like summer, those days seems so long ago...and what I had learned, like my students, gone! More opportunity for <u>reflection and note-taking</u> would have been more beneficial than - how many stories can I read/be exposed to.

Actually, this rushed atmosphere, feeling over-whelmed, performance-oriented atmosphere helped me identify with my students...and especially with the AVID student. Along with super methodologies, new ideas, tests, I've more empathy and an increased energy—I'm excited about school beginning! Thanks AVID for rescuing me from my "days of decadence."

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I started to appreciate Hispanic Literature. I learned I can work through confusing pieces with patience and collaboration. I learned I should slow down the speed with which materials are covered in my class. I should spend more time covering them in depth.

I reinforced my vision of teacher, of manager, of student and worker. I saw the need for responding and more emphasis on the writing of reflective responses as part of the AVID summer program.

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The training strand in English proves to be validating to me. I am able to reflect on what I do in my classroom and feel proud and enthusiastic about my work. The trainer excels in his ability to allow teachers to experience all the possibilities for a quality program in English. He demonstrated, easily and fluidly, the role of an English teacher—one who considers student diversity and the student as an active participant in the learning process. I am especially impressed with the literature (Latin) used to practice methodology. Being of Hispanic background, I am hopeful of "The Canon" being expanded to include the kind of experience that the ever-growing California population (Latino) can relate to and understand. At a more personal level, I will use all the methodology, most particularly the "portfolio assessment" and the "oppressive theater." Thanks to you for the opportunity to be a student. I am stimulated and ready to meet my students next week.

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Leadership Strand

How can anyone who is not a teacher ever feel any professional fulfillment? Being a part of this leadership strand has reaffirmed my conviction that there is nothing more professionally rewarding than teaching. AVID is teaching, true teaching, and the realization that we are all true teachers makes me so excited.

I can't wait to begin the school year! All the ideas generated during our teach-arounds today have physically left me trembling with excitement! I won't be able to sleep tonight! I want to try all these ideas out now!

This Institute has motivated me, inspired me, excited me, renewed me, reaffirmed me, empowered me!

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Time given in the pursuit of knowledge is more valuable than riches or treasure. Being around people who share the philosophy that learning is the greatest reward a person can gain is very gratifying.

I have, and do believe that for the most part, many educators merely go through the motions of teaching and that personal considerations come first. Those "educators" arrive with the last morning bell with their only tangible success a paycheck. Their motto of "My Way or the Highway" dominates their style of teaching.

Thank goodness I have found a group who believe as I, that kids deserve more than that. This, AVID, should be the way for all. Success cannot be guaranteed, but it sure can be pushed for. Success begins with failure, but with persistence failure ends with success.

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Thank you for the AVID week! I particularly enjoyed the leadership group, the outstanding speakers, the time division of site and learning strands and most of all the wonderful people you have gathered to be a part of your program. I always feel recharged after each monthly meeting, so it's no surprise that I have such a positive view of beginning this coming year.

Again I feel you did a great job of dividing the different time segments so there was a balance of district and site time, as well as time for personal AVID exchanges. I can't say enough about the pleasant personalities that add support, encouragement and information to the AVID family.

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As was the case at last year's conference, I have very much enjoyed this week. It is stimulating to interact with my colleagues, fellow educators, who turn out to be the most vibrant and optimistic of people. It is not unlike those first few days of renewal we experience at the beginning of the year when school reconvenes.

I am particularly grateful to the training strand facilitators for their generous spirit and good faith, and I believe this to a great degree emanates from our Director. I know at times her courage and endurance

must be stretched to the limit. Spirit and inspiration does not always fare so well against the real world of entrenched institutions, but I believe that our visionary knows the ropes!

I want for our education system to impact the world, to make people better, not to maintain the status quo. The AVID program is fighting for this. I hope that we all find the courage to confront values that are no longer appropriate so education can at last begin to realize its promise.

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There is much talk today in newspapers, magazines, television shows and teachers' lounges about how teachers have lost power. The lament usually goes like this, "I remember when we could really discipline kids..." and ends up with ."".....no we can't do any of that without ending up with a lawsuit." The message in this often repeated lament being that, those were the days when teachers were really powerful. As a new teacher I remember almost buying in to this, but then came AVID.

AVID made me realize that those were not the days of the empowered teachers, they simply were the days of the dominant task master. True power is the ability to influence others and to act independently in the fulfillment of one's goals, As a teacher our goals are to educate successful students. With AVID we are given the power to do just that, not only to reach a few kids. but a large number of students. We are empowered to make education meaningful and lifelong. It is in this that true power may be found, and not in the harsh discipline that many long for.

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This week's activities have been <u>very</u> worthwhile to me. I couldn't imagine how they could top last year's conference, when I was so "pumped up" that I returned to school a week early.

Again, I find myself more than ready to return after having taught summer school because I have gained so many useful tips and techniques from the trainers and my colleagues.

The opportunity to discuss ideas with teachers from other schools in my district and especially teachers from other districts has been invaluable. We rarely get this opportunity except at the AVID monthly meetings.

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This has been one of the most worthwhile weeks—related to education—I have ever experienced. I had become bored with more of the same, and the bottom line was no one did anything but talk.

I'm not certain I could list all the things I've learned and experienced this week. The overall atmosphere was for change, for commitment, and for the students. Not one time have I heard any AVID teacher related "poor me." I love the idea that the student is King—to be served.

The creativity of the group contributions was an example of the talent in our districts, most often not utilized. Everyone was given time and appreciation was expressed. I'm looking forward to next year!

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Science Strand

Excellent! Superb! This week has been a great experience. The training sessions in science have been great. We had a chance to be exposed to the new state framework and then internalize it by writing with the framework in mind.

The team meetings were productive also. I was astounded by the statistics (I am a statistics nerd). I will take a lot back with me this fall but nothing so dear as the friendships I have established while at this conference. Our team is closer which will make us more effective at our sites.

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During our Science Training Strands we learned about AVID by doing AVID. After a brief, but complete overview of the AVID program and methods, we moved into a review of the State Science Framework and new curriculum changes proposed by NSTA. We were then thrown into groups and given a project with a due date! We collaborated; we wrote to learn; we wrote in our journals; we honed our social skills; we even went outside to do science! I think we came up with a very impressive and useful product.

When I return to my school site, I plan to emulate the trainer ("gladly learn and gladly teach") by sharing our project with the members of my science department; however, I will keep the atlas. I want the department to have a positive first exposure to AVID as mine has been.

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I believe there are three reasons why AVID methods are likely to succeed. First, AVID is a ground-roots concept developed by teachers in the field instead of guru Ph.D's from university departments of education. Most teachers tend to trust that the proletariat has a better sense of what works in the classroom. Second, AVID is completely comfortable using the strategies from Quality Teaching and Cooperation Learning. When methods from diverse training strands reinforce each other, teachers will have a much greater tendency to "buy into" them. Third, every AVID method or AVID teacher I've ever watched contains an intangible element I will call a "CONNECTION." Successful teachers always connect with their students. Students know these teachers care about them, like them. The AVID site team at my school recruits only those teachers who care, who "connect." I suspect that unless teachers care, no new educational technique can work!

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Math Strand

This strand was very helpful to me as a teacher. There were lots of group activities to model collaborative learning strategies. The inquiry method was modeled effectively. The Cornell note-taking process was discussed thoroughly. As a teacher I came away with many ideas to carry into this school year. These include:

1. Not stereotyping kids for failure.
2. Teaching the "Inquiry" model.
3. Being supportive of struggling students.
4. Spending more time in class interacting with students as opposed to having them do paper and pencil seat work.
5. Using more collaborative learning group activities so as to build confidence and self-esteem amongst students.

Thanks for your efforts.

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This was a great learning situation for me. After having taught high school math for 27 years, I have picked up many ideas for getting more students involved in their own learning. I will be trying the ideas of demanding note-taking and notebooks in my classes. The instructors were very helpful and well prepared. We probably got more handouts than necessary but I'll have to weed them out and read the ones I feel I'll need at this time.

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Reflecting on the Math Strand of AVID training, I'm encouraged that a program (AVID) has been developed and implemented which may a) not only help under-represented groups in college-prep math classes, but b) also help all students learn. After 19 years of teaching I've seen a lot of short-lived "new ideas" programs and jargon - very little was ever new or truly different—and didn't often see a reason for doing things differently. Change is crucial and finally a plan to teach kids "how" to learn not just "what" to learn seems so obvious to me now. I know I'll expect to find success with note-taking and notebooks after trials and errors. And I plan to continue (and increase) use of the inquiry method of questioning and use (increased) collaborative groups. The next meetings this fall will probably find me with more questions and maybe more answers.

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The Math Strand this week has presented much food for thought—a great buffet. I enjoyed the tastes and would have liked more of many entrees. At times I felt I had over indulged. Being new to our school, I've developed a bad case of anxiety. In the few days left I hope I'll be able to put my ideas into a framework to present the coming year. I wish that this Institute could have been given earlier so that I could develop my ideas better and meet with others to confer. I've enjoyed the sessions and it has given me more approaches, procedures and concepts that need to be addressed. I've got my work cut out for me to be better prepared to better prepare my students.

I just need some time now to prepare my changes from the norm I'm used to doing—I hope I won't suffer from indigestion—I'm pumped up; now let's pump up the students.

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I was very happy to have been chosen as a participant in the AVID Workshop. The beginning day was enlightening from the introduction; we were made to feel at ease and ready for a new program in each school for this year. I have learned from the topic, "It's not What You Teach, but How You Teach It", that your content should be accessible to all students, make your lessons comprehensible, make sure there is active listening, etc. In that class we were told also to reduce fears to a minimum; that, too, will insure some learning.

The Mathematics Training Strands were indeed helpful. The team was very organized. They knew their subject matter; they knew how to present it to a group of math teachers. We were introduced to many ideas (new) that I was not aware of or not used in my classes. Thank you for the Introduction to AVID Methodologies.

I also appreciate the topics we were given in our reading materials.

I do feel I will be a much better mathematics teacher for this school year due to this program.

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This last week provided me with many valuable ideas. The resources that were presented to us in the math strand can allow me to start using more problem-solving activities as well as collaboration. Although I would like to have had more direct instruction on the inquiry method, I thought the presenters modelled the AVID methodology very well.

What I will remember most about the AVID conference is the invaluable personal contacts I have made with teachers from all over the county. The goal setting meetings helped our on site group to make a plan. Orange Glen AVID teachers want to gain more teachers who adopt AVIDOLOGY rather than must become AVID teachers. I hope our school site AVID TEAM will continue this open communication and trust during the year.

I'm excited about beginning the year with an AVID frame of mind. All of my students can make it! I just hope I can help them do that.

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<u>Foreign Language Strand</u>

I can honestly say that I have been inspired by this week as a participant in the AVID Institute and, in particular, as part of the foreign language strand. How lucky we have been to have a California Foreign Language Teacher of the year as our AVID trainer! Her approach to teaching is what AVID is supposed to be all about: enthusiastic, eager, vigorous pursuit of teaching and, as a result, learning. The week was full of numerous activities that I know I can apply to any class, any level. I feel good because I already do some of these things. The emphasis is on real language, real communication, all in a non-threatening, caring, environment where the students want to learn and are not discipline

problems because they are so involved and because the teacher's attitude is so positive. We have discussed and experienced the whole process of learning a language from the silent period or "active listening stages" to the different forms of testing/evaluating. All language modes were addressed: listening, writing, reading, speaking.

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Looking back at this week there are several things that struck me (I am talking about the Foreign Language Strand).

1. The trainer's "serious" and "rigorous" approach to the sessions that I absolutely love (I don't use this word very often). It made me feel professional. What I mean is that she really has a lot to say and I had a lot to learn.

2. Probably this is what will make a difference in my teaching. I learned how the activities we did can be varied for each level and for each chapter or unit or story at the same level. Maybe this was obvious for other people; it was not for me before this week.

3. In terms of AVID Methodologies in Foreign Language, I still do not see the difference between them and how a Foreign Language class should be. Maybe, that was (or is) the point. All of our students are AVID students.

4. My main concern is how to transfer all of this to the other Foreign Language teachers in my school because THIS IS REALLY IMPORTANT, but I hope that the week-end brings some light into it. Thank you very much.

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In my training strand, I learned several excellent techniques that I think will motivate all my students to participate more in class, and study more at home. I think they will be especially helpful for the students who don't do well in academics.

The variety and intensity of these activities is great. This is the most practical, valuable seminar I have ever attended. I only wish I had had this help years ago. I feel much more excited about the beginning of a new school year than I would if I did not have this inservice. I'm glad I joined the AVID team. Thanks!

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As a participant in the Foreign Language training strand I have watched many useful demonstrations on how to improve my teaching strategies. I feel very fortunate to have had the training, because of the variety of material presented. I have learned an enormous amount about collaborative groups and the success rate they have in classrooms. AVID methodologies were used as a means of presenting pre-writing, writing, reading, etc., activities. Many of the activities demonstrated are things that I currently do with my students, but so many varieties were presented that I will be able to use those also. This valuable experience will enable me to make better use of my teaching time at work. Bell to bell instruction was emphasized as well as organizational skills. This positive experience has me very motivated to begin the upcoming school year.

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Our foreign language trainer generated excitement and enthusiasm about teaching foreign language. She is absolutely dynamic. Her strategies and techniques are direct and simple (brilliant really). I'm encouraged to attempt activities I would have thought difficult and cumbersome. The beauty of these strategies is their simplicity. They're fun. Incorporating listening, speaking, writing, reading activities stimulate all the senses so that the learning of a foreign language can more easily be internalized. I'm looking forward to a fun learning year.

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Without being too gushy, I think I would truly like to say just what a pleasure it was to participate in this strand. The trainer was so positive and the time was spent exactly as I hoped it would be: dealing with things that we can actually use in the classroom. I have been out of foreign language instruction for about four years, and as I look back on how I used to teach and how I now will teach, I can honestly say that even though I knew my subject matter, I was not a very good teacher. The trainer has convinced me that the class can and must be taught from day #1 in the target language and that I must daily dedicate myself to this fact. It all comes down to one thing: ME. I must get the job done, and, when I do, all parties involved will be much better off for it and the students will learn more and have more fun doing it. I am so glad that I was part of this strand, I'm sure that the rest of my teaching career will reflect it. Thanks!